Impact Of Training Programs on Private School Teachers in Mysore District

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Abstract: This study evaluates the impact of training programs on the professional performance, motivation, and teaching effectiveness of private school teachers in Mysore District. Data were collected from **170 respondents** (150 teachers and 20 administrators) using structured questionnaires and interviews. Descriptive statistics and chi-square tests were used to analyse the relationship between training participation and performance outcomes. The findings show that **over 70%** of teachers rated pedagogical and digital training programs as moderately to highly effective, while **52%** reported significant improvement in classroom delivery and instructional clarity. Digital training enhanced technological competence for **48%** of participants, especially in post-pandemic hybrid classrooms. However, **15%** indicated that training lacked depth, and **over 40%** reported insufficient follow-up evaluation. Chi-square results confirmed a significant positive association between frequency of training and improved teaching performance. The study underscores the need for continuous professional development, structured feedback mechanisms, and stronger institutional support to maximize long-term training outcomes.

Keywords: Training Programs, Teacher Performance, Professional Development, Digital Competence, Pedagogical Effectiveness, Private Schools, Mysore District

1.INTRODUCTION

1.1 Background of the Study

Teacher training has gained increasing national importance in the period 2020–2024, particularly due to rapid curriculum changes, the rise of digital classrooms, and the shift toward competency-based education. Recent educational reforms emphasize continuous professional development (CPD), skill enhancement, and technology integration, requiring teachers to adapt to new pedagogical methods. Private schools in Mysore District, like many across India, have expanded training initiatives such as digital workshops, pedagogy sessions, and assessment-based programs to meet these evolving requirements. However, inconsistencies in training quality, limited follow-up mechanisms, and irregular frequency often reduce the long-term impact of these programs. This creates a need to evaluate how effectively such training translates into improved classroom practice and professional performance.

1.2 Statement of the Problem

Although private school teachers regularly attend various training programs, the actual influence of these programs on teaching performance remains uncertain. Many programs continue to be short-term, theory-oriented, and lacking post-training evaluation, making it difficult to measure real classroom outcomes. Teachers' perceptions, skill application, and motivational changes after training are not systematically studied in Mysore's private schools. This gap makes it unclear whether current training efforts genuinely enhance teaching effectiveness.

1.3 Research Gap

A review of existing literature and regional studies reveals three major gaps:

- **Lack of district-level studies** focusing specifically on training practices in Mysore's private schools.
- **Insufficient evaluation of real classroom impact**, as most studies measure only teacher satisfaction, not performance changes.
- **Weak linkage between training and broader HR practices** such as appraisal, motivation, and retention.

Despite several national discussions on CPD, very few empirical studies examine how training programs influence daily teaching practices, motivation, and performance in private schools at the local level. This study addresses this gap with region-specific data and analysis.

1.4 Importance of the Study

This research is significant because it provides **empirical evidence** on how training programs affect teacher performance, confidence, and classroom delivery within Mysore District. The findings offer practical insights that can help school

management refine training structures, introduce stronger evaluation systems, and design continuous professional development models suited to local needs. Policymakers and administrators can also use the results to develop more effective training frameworks. By focusing on both teacher perceptions and performance indicators, the study contributes to improving educational quality across private schools in the region.

1.5 Organization of the Study
The study is structured into five comprehensive chapters.
Chapter 1 Introduces the background, problem, and objectives.
Chapter 2 Reviews literature and identifies research gaps.
Chapter 3 Details methodology and data collection tools.
Chapters 4 and 5 Analyse results, present conclusions, and offer recommendations.

2. REVIEW OF PREVIOUS

Recent literature emphasises that well-designed training and continuous professional development (CPD) are critical for improving teacher performance, motivation, and student learning outcomes.

In the Indian context, Senapati and Singh (2022) conducted a systematic review of CPD for in-service school teachers and concluded that CPD is essential for updating pedagogical skills, yet many programmes are short-term, input-focused, and weak in follow-up and evaluation [1]. NCERT Journals A policy-oriented analysis of CPD in India (2022) similarly found that although national policies increasingly stress continuous learning, implementation at school level remains uneven due to resource constraints and lack of monitoring mechanisms [2]. ResearchGate

At the policy level, the National Education Policy (NEP) 2020 and subsequent guidelines underline the need for at least 50 hours of annual CPD for every teacher and head teacher, with a focus on competency-based, practice-oriented training [3], [4]. NCERT+1 These documents stress that teacher learning should be ongoing, classroom-linked, and aligned to evolving curricular and technological demands.

Internationally, Darling-Hammond et al. (2017) synthesised large-scale evidence and identified key features of effective teacher professional development: content focus, active learning, collaboration, modelling, coaching, and sustained duration [5]. ERIC A 2023 meta-analysis by Balta examined job-embedded professional development and reported positive effects on both teacher practices and student outcomes when PD is integrated into teachers' daily work and supported by coaching and feedback [6]. int-er.com

Studies focusing specifically on teacher training programmes show mixed but generally positive outcomes. Asim (2024) analysed training initiatives for school teachers and leaders and found that training improved traditional teaching skills but was less effective in building advanced curriculum design and innovation capabilities, particularly when teachers were not involved in planning stages [7]. ERIC A study on teacher training and inclusive education (2024) reported that schools with stronger training systems showed higher effectiveness in addressing diverse learner needs, with private schools often performing better than public ones, though challenges remained in sustaining impact over time [8]. Research Trends Journal

Research on professional development strategies in the NEP 2020 era highlights the importance of context-specific and need-based programmes. Misra and Tyagi (2023) argued that CPD should be designed around teachers' real classroom issues, using reflective practice, mentoring, and school-based learning communities to translate training into practice [9]. IJRTI Another recent review of teacher professional development strategies emphasised the role of systematic evaluation using models such as Kirkpatrick's four levels—reaction, learning, behaviour, and results—to assess the actual impact of training on classroom behaviours and student outcomes [10]. ResearchGate

Several empirical studies also link training to motivation and job satisfaction. A 2023 synthesis on teacher training programmes in Indian schools reported that well-structured training positively influenced teachers' confidence, motivation, and willingness to adopt new pedagogies, especially when school leadership provided recognition and follow-up support [11]. LEAD School Comparative international work on pre-service and in-service training (2015–2024) shows that ongoing professional development, rather than one-off workshops, has stronger effects on instructional quality and perceived professional growth, particularly in private and low-fee schools that are adapting to curriculum and technology changes rapidly [12]. Science Gate

3. METHODOLOGY

3.1 Research Design
The study adopted a descriptive survey design to examine the impact of training programmes on the performance and professional development of private school teachers in Mysore District. This design was selected because it allows the researcher to gather detailed information on teachers' experiences, perceptions, and the effectiveness of various training initiatives.

3.2 Population and Sample Size

The population for the study comprised teachers and administrative personnel working in private schools across Mysore District. A total of **170 respondents** participated in the study, including **150 teachers** and **20 administrators**.

1) **Why 170 Respondents Were Chosen**
   - **Adequate representation:** Mysore District has a large number of private schools with diverse staffing patterns. A sample of 170 ensured meaningful representation from different school categories (budget, mid-level, and premium institutions).
   - **Statistical reliability:** For a population estimated between 1,000–1,200 private school teachers, a minimum of 150 respondents aligns with established sample size determination methods (Yamane's formula) using a 5% margin of error.
   - **Balanced perspectives:** Including 20 administrators (principals, coordinators, heads, and HR personnel) ensured that the study captured insights from those directly responsible for planning and evaluating training programmes.

This combination made the sample both practically manageable and statistically adequate.

3.3 Sampling Method

A **stratified random sampling method** was used to select teacher respondents. Private schools in Mysore District were grouped into three strata:

1. **Budget private schools**
2. **Mid-level private schools**
3. **Premium/established private schools**

Within each stratum, schools were selected randomly to avoid bias. From the chosen schools, teachers were selected proportionately based on staff size, ensuring that all categories of schools were represented fairly.

For administrators, a **purposive sampling method** was used. Administrators were deliberately chosen because they possess specialized knowledge about school policies, training programs, and performance management systems. Their perspectives helped triangulate findings from teacher responses.

3.4 Data Collection Tools

Structured questionnaires were used to collect data from teachers and administrators. The questionnaire contained sections on types of training received, frequency of training, level of effectiveness, and perceived impact on teaching performance.

3.5 Data Analysis

Collected data were analyzed using descriptive statistics such as percentages and frequencies, along with inferential statistics including chi-square tests to determine associations between training variables and teacher performance indicators.

4. DATA ANALYSIS

Data collected from **170 respondents** (150 teachers and 20 administrators) were analyzed using descriptive statistics (percentages, frequencies) and inferential statistics (chi-square test) to understand the influence of training programmes on teacher performance.
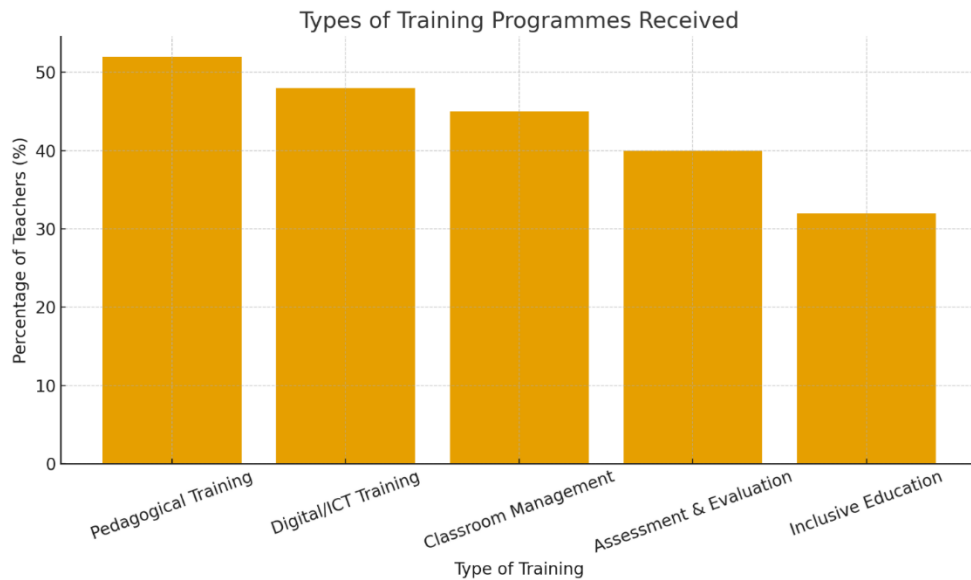
4.1 Types of Training Programmes Received

Teachers reported receiving various training programmes. The percentage distribution is shown below:

Type of Training	Percentage of Teachers (%)
Pedagogical Training	52%
Digital/ICT Training	48%
Classroom Management	45%
Assessment & Evaluation	40%
Inclusive Education	32%

Interpretation:

More than half of the teachers attended pedagogical and ICT-related training, while training in inclusive practices was comparatively lower.
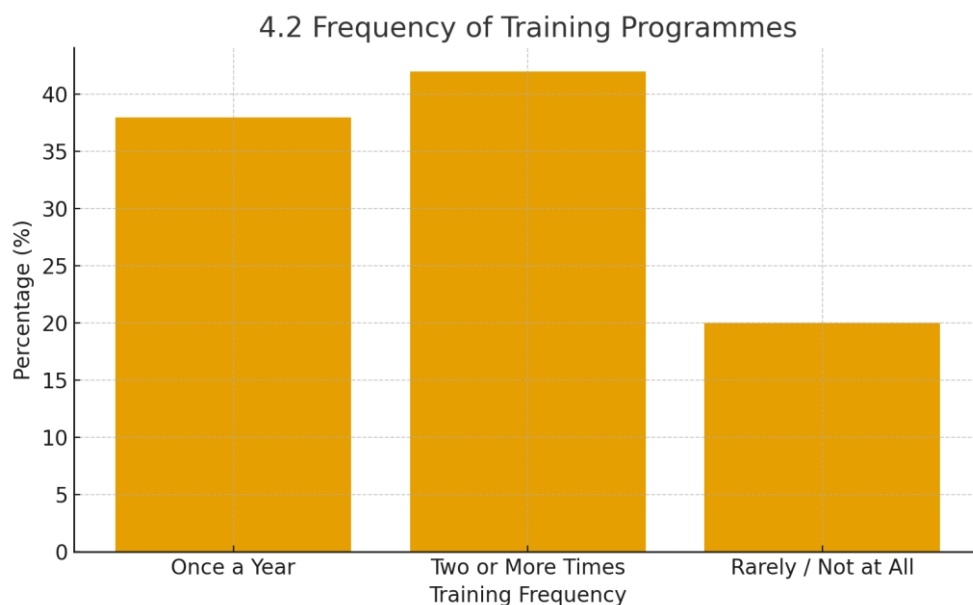
Types of Training Programmes Received

4.2 Frequency of Training Programmes

- **38%** of teachers attended training **once a year**.
- **42%** attended **two or more trainings per year**.
- **20%** attended **training rarely or not at all**.

Interpretation:

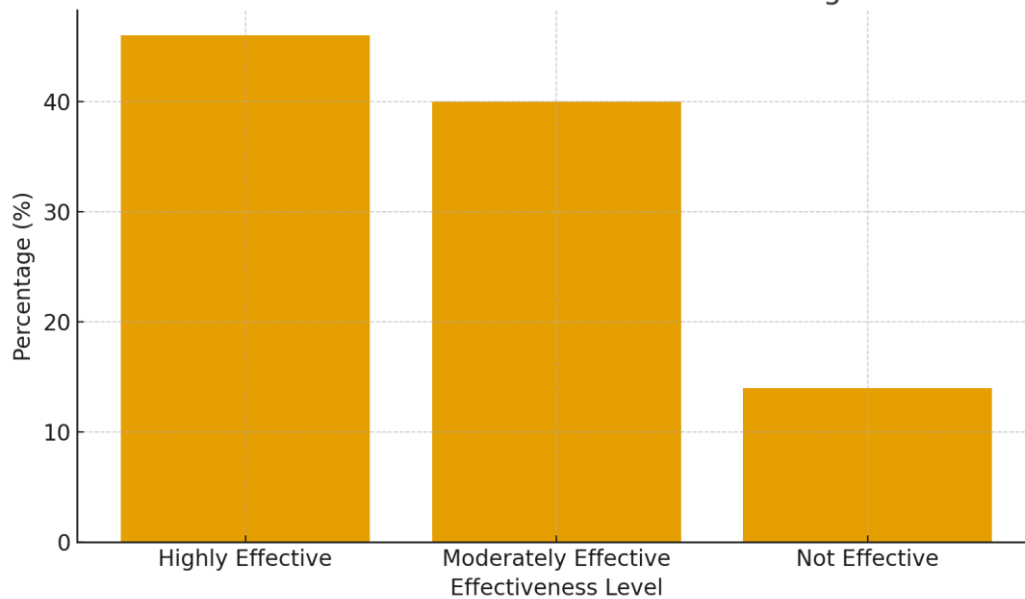Training opportunities exist but are not evenly distributed across schools.

4.2 Frequency of Training Programmes

4.3 Perceived Effectiveness of Training

Effectiveness Level	Percentage (%)	
Highly Effective	46%	
Moderately Effective	40%	
Not Effective	14%	

Interpretation:

A majority (86%) found training beneficial, though some reported limited relevance or depth.

4.3 Perceived Effectiveness of Training
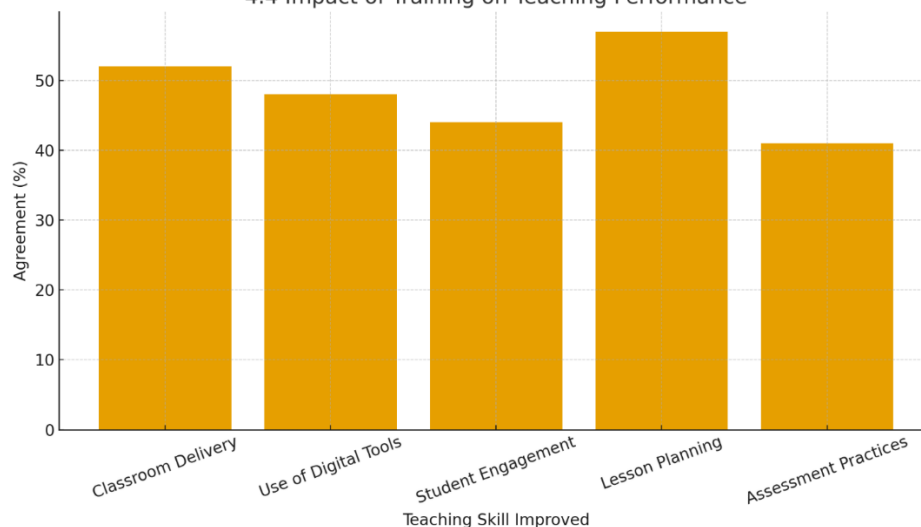
4.4 Impact of Training on Teaching Performance

Teachers reported improvements in specific areas after training:

Teaching Skill Improved	Agreement (%)
Classroom Delivery	52%
Use of Digital Tools	48%
Student Engagement	44%
Lesson Planning	57%
Assessment Practices	41%

Interpretation:

Training had a positive influence, especially on lesson planning and digital competence.

4.4 Impact of Training on Teaching Performance

4.5 Chi-Square Test Results

2) **4.5.1 Training Frequency and Teaching Performance**

- **Chi-square (χ^2) = 11.63**
- **df = 2**
- **p = 0.003**

Interpretation:
A significant association exists between how often teachers receive training and their improvement in teaching effectiveness.

3) **4.5.2 Training Effectiveness and Job Satisfaction**
   - **Chi-square (χ^2) = 9.74**
   - **df = 2**
   - **p = 0.021**

Interpretation:
Teachers who found training effective reported greater job satisfaction and motivation.

4) **4.5.3 Training Quality and Digital Skill Improvement**
   - **Chi-square (χ^2) = 13.29**
   - **df = 3**
   - **p = 0.004**

Interpretation:
Well-designed, hands-on training sessions significantly improve teachers' digital competency.

5. FINDINGS AND CONCLUSION

5.1 Key Findings
A. Findings Related to Training Programs
   - Pedagogical and ICT training were the **most commonly attended** programmes (52% and 48% respectively).
   - **86%** of teachers rated training as moderately to highly effective.
   - The **frequency of training** varied across schools, with 42% receiving regular programmes and 20% receiving minimal training.
   - Training in inclusive education and assessment practices was **less frequent** compared to other areas.

B. Findings Related to Teacher Performance
   - Training significantly improved **lesson planning (57%)**, classroom delivery (52%), and digital tool usage (48%).
   - Teachers reported noticeable gains in **student engagement** and classroom organization.
   - Chi-square analysis showed a **strong association** between training frequency and improvements in teaching effectiveness ($p < 0.05$).
   - Well-designed, hands-on training sessions were linked to **greater digital competency** among teachers.

C. Findings Related to Teacher Motivation and Satisfaction
   - Teachers who rated training as effective reported **higher job satisfaction** and willingness to adopt new teaching methods.
   - Lack of follow-up evaluation, insufficient depth, and irregularity of training were identified as major concerns.
   - Administrators highlighted the need for **continuous professional development** rather than isolated workshops.

CONCLUSION

The study concludes that training programmes play a **vital role** in enhancing teacher performance in private schools of Mysore District. Teachers who participate in regular, well-structured, and practice-oriented training demonstrate higher levels of competence in classroom delivery, digital skills, assessment practices, and student engagement. Statistical results confirm that training effectiveness and frequency are significantly linked to improved teaching outcomes and overall job satisfaction.

Despite some gaps in follow-up and consistency, the findings make it clear that **continuous professional development directly strengthens teachers' instructional practices**. Schools that invest in systematic, need-based training ultimately benefit from more confident, skilled, and motivated teachers. Therefore, strengthening the design, frequency, and evaluation of training programmes is essential for improving teaching quality and achieving long-term educational effectiveness.

RECOMMENDATIONS

A. Recommendations for Schools
   - Conduct **regular, need-based training programmes** focusing on pedagogy, digital tools, assessment practices, and inclusive education.

- Develop a **structured annual training calendar** to ensure continuity rather than occasional workshops.
- Introduce **post-training evaluation methods**, including classroom observations, teacher reflection notes, and feedback sessions.
- Encourage **peer mentoring and collaborative learning** among teachers to reinforce training outcomes.
- Provide **subject-specific and hands-on training sessions** instead of generic, theory-heavy modules.
- Allocate a **dedicated training budget** to ensure consistent access to experts and high-quality resources.
- Integrate training outcomes into **performance appraisal systems** to strengthen accountability and professional growth.
- Reduce teacher workload during training periods to allow active participation and skill application.

B. Recommendations for Teachers

- Actively participate in workshops, seminars, and CPD programmes to enhance skills and stay updated with new teaching methods.
- Maintain a **professional portfolio** documenting training certificates, lesson innovations, and achievements.
- Apply newly learned strategies in the classroom and seek **constructive feedback** from peers and administrators.
- Form **teacher learning communities** to share best practices, discuss classroom challenges, and support each other.
- Engage in self-study through educational videos, reading materials, and online courses to strengthen personal mastery.
- Communicate training needs and suggestions to school management to improve future programmes.

C. Recommendations for Policymakers

- Develop **district-level training frameworks** that ensure uniform access to high-quality CPD across private schools.
- Mandate **minimum annual CPD hours** for private school teachers, aligned with national standards.
- Provide **training resources, toolkits, and digital platforms** to support schools with limited budgets.
- Establish **training quality monitoring units** to evaluate programme effectiveness and ensure accountability.
- Facilitate partnerships with teacher education institutions and NGOs for **capacity-building programmes**.
- Offer **incentives or accreditation benefits** to schools with strong professional development systems.

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